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ABSTRACT

This teaching unit on firefighting is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to acquaint students with terminology and background related to fire personnel. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE

#164

A CAREER EDUCATION UNIT FOR GRADES K - 2

FIREFIGHTING

(Public Service Occupations Career Cluster)

CE 025 883

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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January, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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PUBLIC SERVICE OCCUPATIONS
CAREER CLUSTER:

FIREFIGHTING

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PUBLIC SERVICE OCCUPATIONS
CAREER CLUSTER:

FIREFIGHTING

TEACHER'S GUIDE

RATIONALE

Most children are intrigued with the notion of firefighting and the work of fire personnel. This is a unit in which the students will learn terminology and background related to the fire personnel. Job appreciation, responsibilities and rewards will also be explored.

GOALS

Through this unit, the students will:

- -Learn about equipment and personnel used in firefighting and fire prevention.
- -Become aware of the need for safety equipment and precautions in firefighting.
- -Acquire an understanding of the qualifications necessary to become firefighters.
- -Gain an appreciation and understanding of responsibilities and team work involved in firefighting occupations.
- -Become aware of the services performed by the various fire personnel and gain an appreciation of how firefighters help a community.

PERFORMANCE OBJECTIVES

By the end of this unit, the student will be able to:

- -Describe at least 5 different pieces of equipment used in fighting fires.
- -Identify at least 3 different jobs connected with the fire department and describe each job.
- -Name at least 4 pieces of safety equipment used in firefighting and tell why each is necessary.

-List at least 2 qualifications necessary for an individual to become a firefighter.

-Describe how firefighters work as a team and tell why each needs to accept responsibilities.

-Describe at least 4 services a fire department provides for a community.

-Name 5 school learned skills necessary in order for the firefighter to perform the job well.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of firefighters:

1. Name 5 different kinds of equipment firefighters use.

2. Describe 3 jobs a firefighter must do.

3. List some of the safety equipment firefighters use and tell why it is needed.

4. Briefly tell about the training firefighters need to be able to do their job well. Why do they need to work as a team?

5. How do firefighters use school learned skills in their occupation?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this unit:

-Books, as listed.
-Films, study prints, as listed.
-Tapes and tape recorder.
-Film projector
-Newspapers and magazines
-Art materials.
-Task cards.

Films:

Fire Rescue Companies
Fire Engines
Fire-Not in My House
Helpful Little Fireman
Fire-Two ways Out
Firemen
Firehouse Dog

Books:

Title	Dewey Number	Author
The Fire Cat		Averill
Rags, The Firehouse Dog		Morton
Big Book of Real Fire Engines	614.84	Zaffo
Smoke Eaters: Trucks, Training and Tools of the Nation's Firemen	614.84	Colby
Smokejumpers and Fire Divers: Fire-fighters of Forests and Harbors	614.84	Shannon
Here Comes The Fireboat	623.8	Colonius
I Want To Be a Fireman	614.84	Greene
Firemen	614.84	Hefflefinger
True Book of Policemen and Firemen	352	Miner
Country Firemen		Beim
You Visit a Fire Station, Police Station	352	Meshover

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

5893 Day With Fireman Bill
5970 Fire-Patty Learns What To Do
4983 Firehouse Dog
5971 Fireman
5972 Fireman-On Guard
3835 I'm No Fool With Fire
6321 Our Fire Department
3798 Fire Prevention

COMMUNITY RESOURCES

The following persons may be used in the firefighting unit:

-Fire personnel
-Custodians
-Principal
-Vice Principal
-Fire Chief-Contact individual fire station Captains for tour arrangements.

INSTRUCTIONAL STRATEGY: LESSONS 1-9

Lesson 1

PURPOSE

To develop an awareness of the role of fire-fighters in the community.

MATERIALS

1. Tape and tape recorder.
2. Entry Level Assessment.
3. Butcher paper, felt pen.
4. Task cards 1 and 2.
5. Worker Wheel (for reference only), next page.
6. Book: I Want to Be a Fireman.
7. Teacher Reference Sheets, next pages.

INTRODUCTION

Say: "Have you ever visited a fire station? Tell about some of the things you saw. Do you know anyone who works for the fire department? What job do they do? How does the fire department help us? Who are some of the workers in the fire department?"

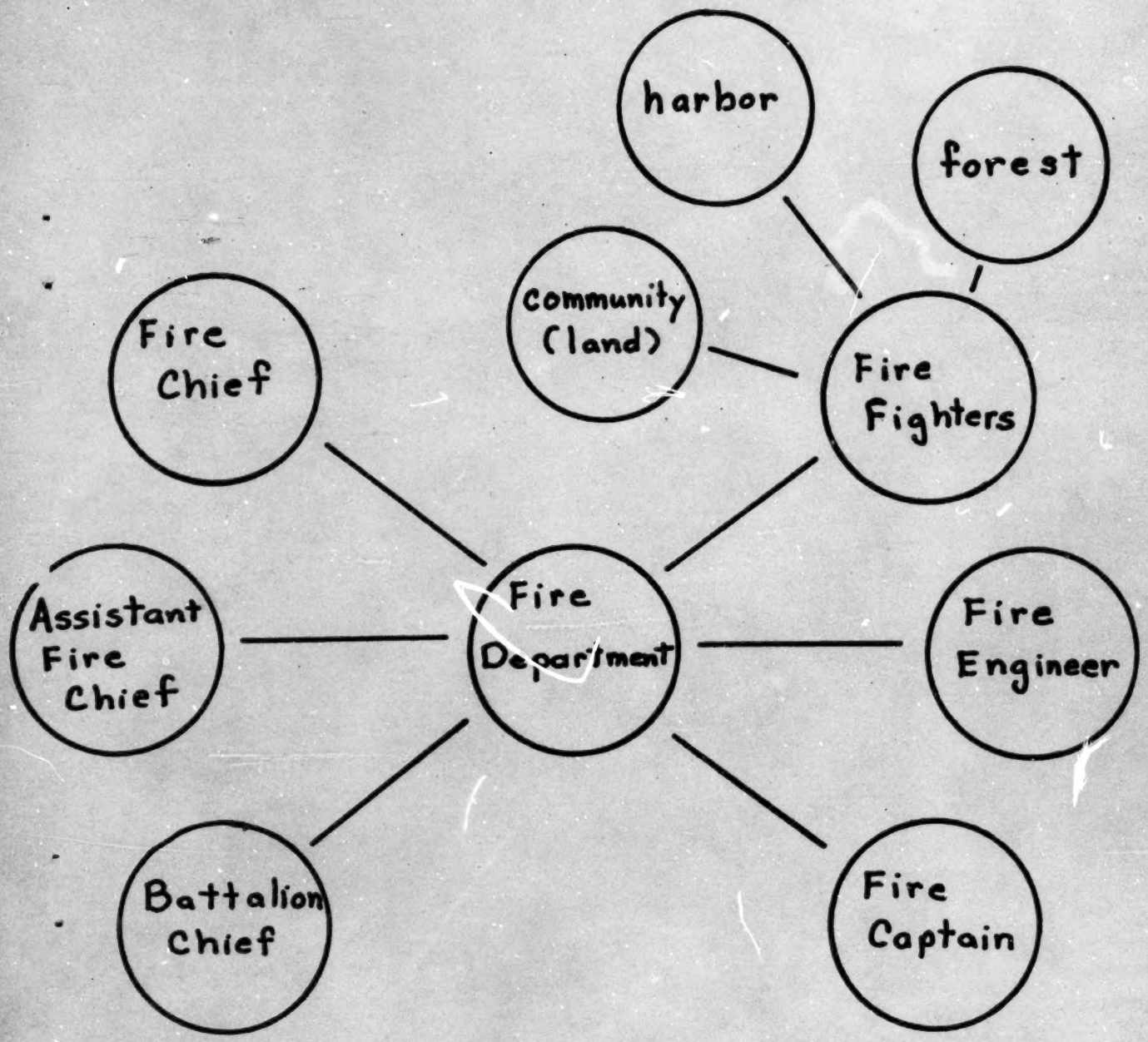
CLASS ACTIVITIES

1. Take Entry Level Assessment.
2. Class discussion based on the introduction.
3. Read book.
4. List the workers needed for the fire department.
5. Make a Worker Wheel.
6. Do task cards.

SUMMARY

1. Review the worker wheel and decide what more information is needed concerning the workers.
2. Individual reports from students using task cards.

Worker Wheel



Teacher Reference

Firefighters respond to fire alarms and quickly contain and extinguish fires. They also rescue people trapped by fire. The duties of other Firefighters vary such as inspecting buildings for fire safety, speaking to various groups about fire prevention, helping train recruits or assisting in other emergencies such as accidents, floods, heeart attacks and drownings. Firefighters also perform maintenance duties to keep the fire station and equipment in good condition and attend classes and training sessions.

Firefighting has become a technical science. Everyone involved needs knowledge of combustible materials, construction techniques used, chemical reactions, arson investigation, first aid and human relations. Firefighters must be able to recognize all types of fires and how to extinguish them. In training exercises, they practice extinguishing various types of fires, first aid, use of equipment and rescue practices.

When on duty, firefighters live, sleep and eat at the fire station. They work in all kinds of weather.

Firefighters should have a mechanical aptitude, use good judgement, be adaptable, resourceful, alert, courteous, reliable, honest and loyal. They also must be able to get along with co-workers, work as a team and follow directions.

A high school degree is usually required of applicants as well as being able to pass a written examination concerning their ability to perform work. Recruits generally serve a one to six months probationary period in which they receive training and attend classes in firefighting, fire prevention, first aid and rescue procedures.

Definitions of Titles

Fire Assistant; Fire-control Assistant; Fire Deputy:
Advises local governments, public and timber interests on prevention and control of forest fires. Inspects forest areas and stand-by firefighting equipment to detect deficiencies in fire prevention and control programs. Prepares public information materials and campaigns on fire prevention techniques. Gives instructions to firefighting crews in methods of controlling forest fires. Gives public lectures to campers, youth groups and hunters to promote fire prevention.

Fire Captain:
Supervises and coordinates activities of company of firefighters assigned to a specific fire station. Inspects station, buildings, grounds and facilities and examines fire trucks and equipment to insure compliance with departmental maintenance standards. Responds to fire alarms and determines from observation, nature and extent of fire, condition of building, danger to adjacent buildings and source of water supply and directs firefighting crews accordingly. Trains subordinates in useof equipment and methods of extinguishing all types of fires. Evaluates efficiency of personnel. Inspects commercial establishments in assigned district and reports fire hazards or safety violations to the Fire Inspector. Compiles report of each fire call, listing location, type, probable cause, estimated damage and disposition. May respond to emergency calls to render first aid. May recommend corrective measures for fire hazards or safety violations to building owners.

Fire Chief:
Supervises personnel and coordinates activities of municipal fire department. Directs training of personnel and administers laws and regulations affecting department. Evaluates fire prevention and fire control policies by keeping up with new methods and conducting studies of departmental operations. Assumes personal command at multiple-alarm fires. Supervises personnel engaged in operation andmaintenance of fire stations and equipment. Coordinates mutual fire protection plans with surrounding municipalities. Surveys buildings, grounds and equipment to estimate needs of department and prepare departmental budget. Confers with officials and community groups and conducts public relations campaigns to present need for changes in laws and policies and to encourage fire prevention. May investigate causes of fires and inspect buildings for fire hazards. May control issuance of occupancy permits and similar licenses. In smaller communities may perform duties of Battalion Chief.

Fire-Equipment Man; Fire-Equipment Inspector:
Inspects, tests and repairs conduits and firefighting equipment to secure property against fires. Replaces and repairs defective section of hoses. Tests and cleans fire extinguishers.

Maintains inventory of equipment and fills out inspection tags and reports. Reports unsatisfactory conditions to Fire Marshal. May repair gas masks. May service and drive fire trucks.

Firefighter:

Controls and extingusihes fires, protects life and property and maintains equipment as volunteer or employee of city, township. Responds to fire alarms and other emergency calls. Selects hose nozzle, depending on type of fire and directs stream of water or chemical onto fire. Positions and climbs ladders to gain access to upper levels of buildings or to assist individuals from burning structures. Creates openings in buildings for ventilation or entrance, using axe, chisel and crowbar. Protects property from water and smoke by use of waterproof salvage covers, smoke ejectors and deoderants. Administers first aid and artificial respiration to persons overcome by fire and smoke. On sight inspection of buildings for fire hazards and compliance with fire prevention ordinances. Performs assigned duties in maintaining apparatus, quarters, building and equipment, grounds and hydrants. Participates in drills, demonstrations and courses in hydraulics, pump operation and maintenance and firefighting techniques. May drive fire truck. May fill fire extingusihers in institutions or industrial plants.

Fire Inspector:

Inspects building to detect fire hazards and enforce local ordinances and state laws. Examines interiors and exteriors of buildings to detect hazardous conditions or violations of fire ordinances and laws. Prepares report of violations or unsafe conditions. Discusses condition with owner or manager and recommends safe methods of storing inflammable or other hazardous materials. Informs owner or manager of conditions requiring correction, such as faulty wiring. Issues summons for fire hazards not corrected on subsequent inspection and enforces code when owner refuses to cooperate. Keeps file of inspection records and prepares monthly report of activities. May perform duties of firefighter or fire captain.

Lesson 2

PURPOSE

To develop an awareness of the need for safety precautions and equipment used by firefighters.

MATERIALS

1. Resource person
   or
   Suggested films: Fireman-On Guard, #5972
   or
   Fireman, #597
   (Available from Instructional Resource Center, Superintendent of Schools)
2. Butcher paper, felt pen
3. Task cards 3 and 4.
4. Film projector.
5. Interview Sheet, next page.
6. Manila paper 18 x 36.
7. Crayons.

INTRODUCTION

Say: "Today we have a guest from the fire department. He will be talking about equipment and safety in the fire department."
or
"Today we will see a film. Let's each look for some equipment used to keep firefighters safe. Look for safety practices used by the department and community."

CLASS ACTIVITIES

1. Listen to speaker or view film.
2. Have a class discussion based on resource person or film.
3. List important points on butcher paper for future reference.
4. Do task cards.
5. Make a poster to show how you make your home safe and fireproof.

SUMMARY

1. Review discussion.
2. Individual reports on use of task cards.

Interview Sheet: This should be given to the resource person a few days in advance.

1. How do firefighters learn the correct proceedure for fighting fires?

2. What safety equipment do firefighters use?

3. What other types of equipment do firefighters need to know how to use?

4. What jobs do firefighters perform other than putting out fires?

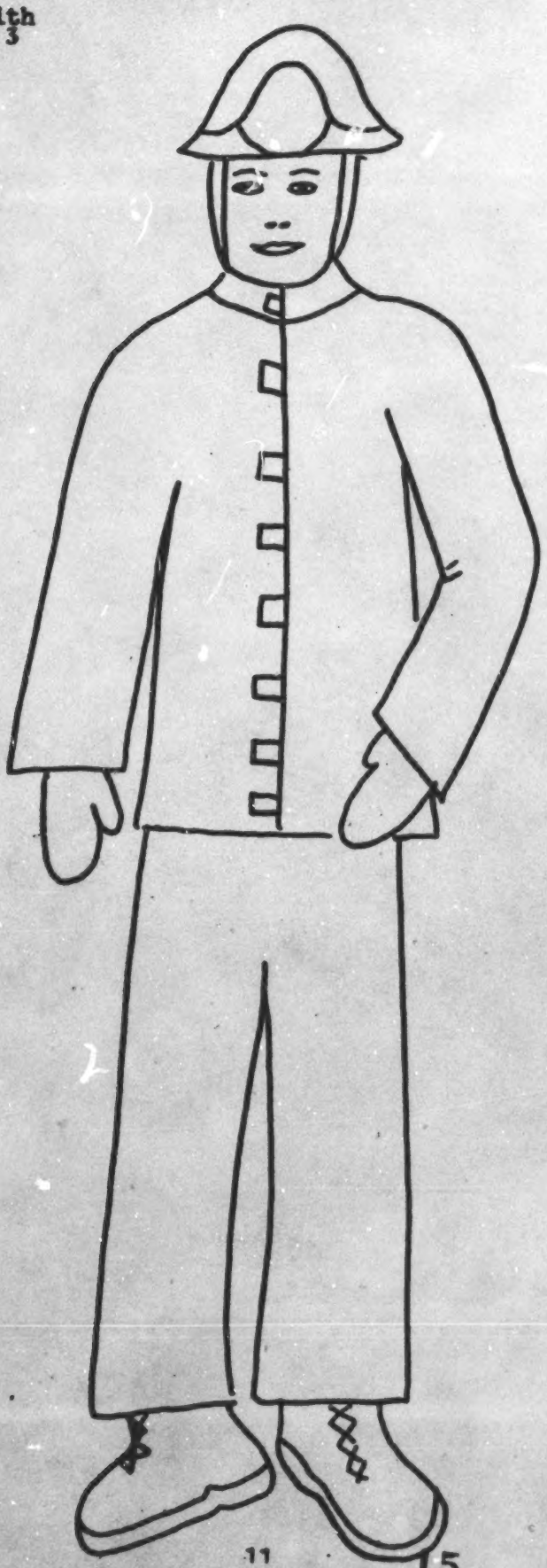
5. Briefly describe what procedure is followed when a fire is reported.

6. What other people support and help the fireman?

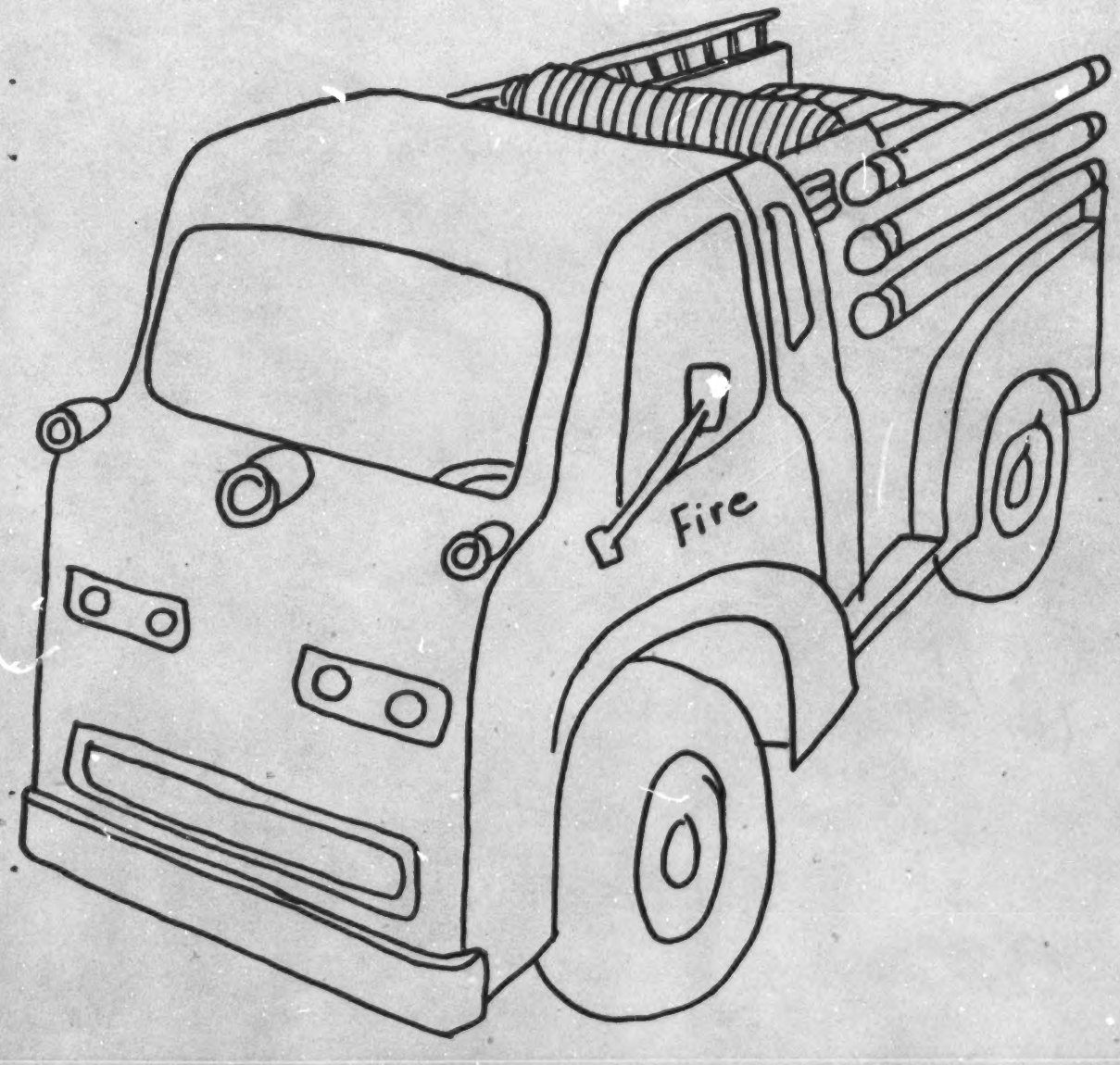
7. What are some advantages and disadvantages of working in the fire department?

8. What other services are provided by the fire department?

For use with
Task Card 3



Make ditto for children to color.



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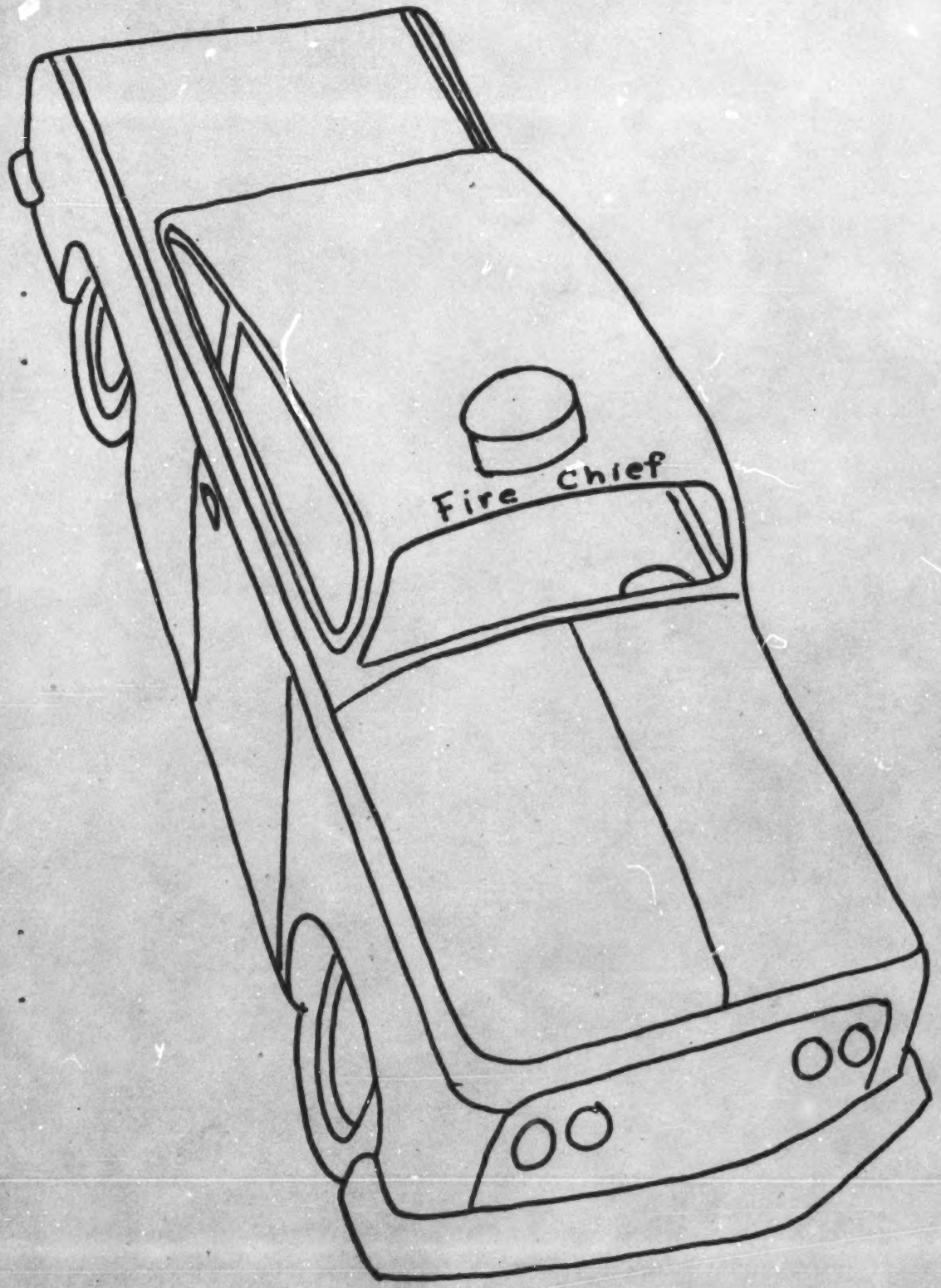


Lesson 3

PURPOSE

To become more aware of the variety of equipment used by firefighters and why each is necessary.

MATERIALS

1. Chart from previous lesson.
2. Task cards 5 through 7.
3. Book: Smoke Eaters; Trucks, Training and Tools of the Nations Firemen.
4. Worker Wheel from Lesson 1.
5. Flash Card Game, next page.
6. Equipment charts, next pages.

INTRODUCTION

Say: "Yesterday we discussed some of the equipment used by firefighters. Look at the worker wheel again. Let's match some of the equipment we talked about to the person who would use it. Be sure to tell us why it is necessary."

CLASS ACTIVITIES

1. Read section in the book, concerning trucks and tools.
2. Play Flash Card Game.
3. Do task cards.

SUMMARY

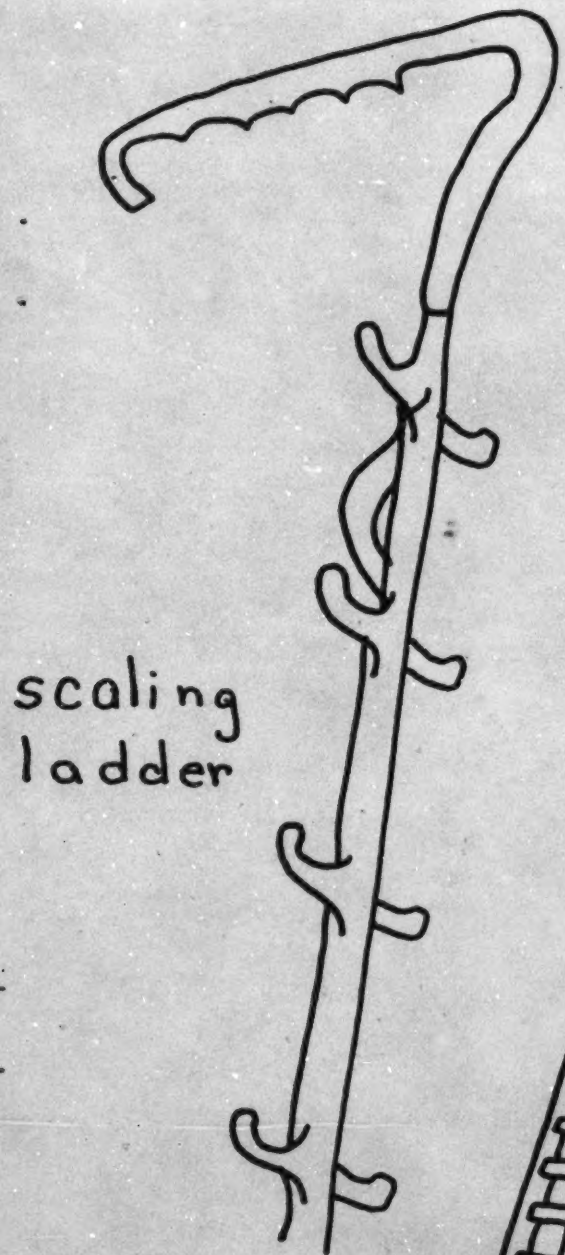
1. Summarize tools used and why each is needed.
2. Individuals report on use of task cards.

Flash Card Game
(Use with Lesson 3)

Ditto job titles from worker wheel so that each child will have a complete set. As the teacher names one of the tools used by firefighters, the children hold up the job title. Remember that some tools are used by more than one worker, so there may be more than one correct response. Have the children justify their answers.

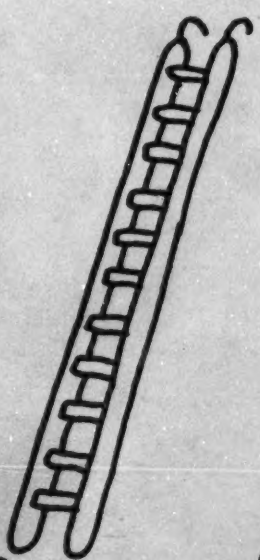
1. wrench
2. fire hose
3. fire hydrant
4. pumper truck
5. axe
6. rubber suit
7. ladder (scaling, roof, wall)
8. helmet
9. gas mask
10. pumper truck
11. aerial ladder truck
12. search light truck
13. fog
14. slide or net
15. pulmotor
16. emergency vehicle
17. badge
18. gloves
19. first aid kit
20. nozzle

Chart

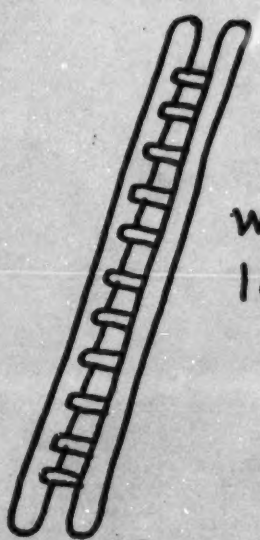


scaling ladder

gas mask



roof ladder

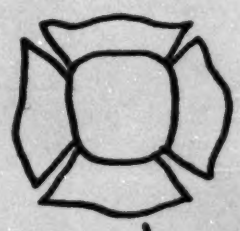


wall ladder

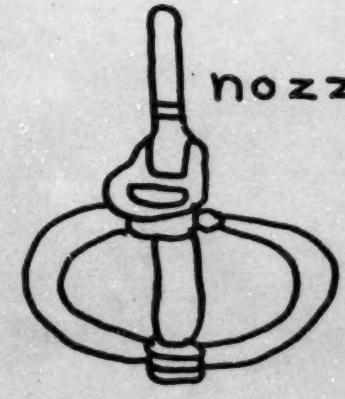
Chart

axe

boot

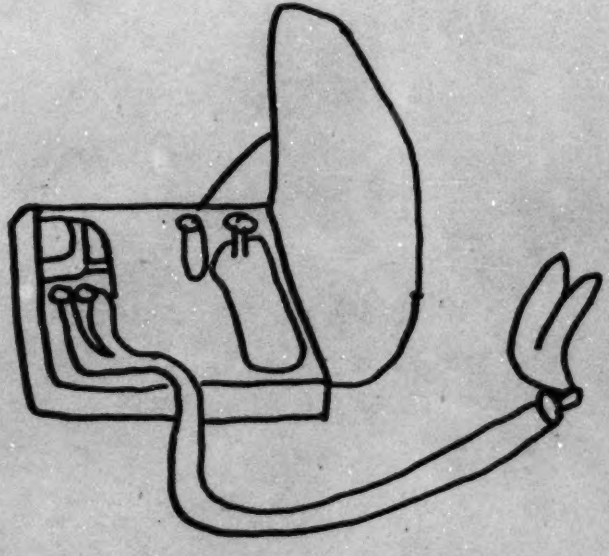


badge

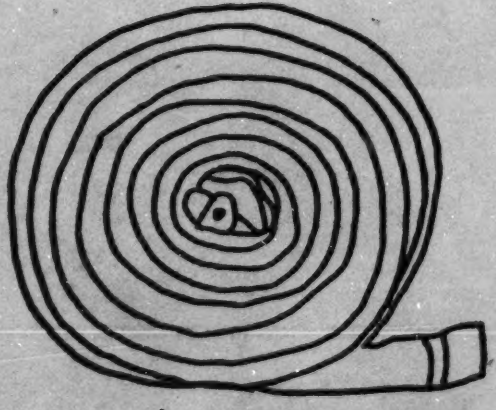


nozzle

helmet



pulmotor



hose

Lesson 4

PURPOSE

To develop an awareness of the various job opportunities in the fire department.

MATERIALS

1. Worker Wheel from Lesson 1.
2. Suggested film: I'm No Fool with Fire, #3835 (Available from Instructional Resource Center, Superintendent of Schools.)
3. Film projector.
4. Task cards 7 through 9.
5. Teacher Information Sheets, next pages.
6. Butcher paper, felt pen.

INTRODUCTION

Say: "Let's look at the Worker Wheel again. What might be the responsibilities of each person? (Refer to teacher reference pages for additional in-put for children.) We'll list the job opportunities and then I'll help you with any more that we haven't had an opportunity to discuss."

CLASS ACTIVITIES

1. View film.
2. Review Worker Wheel.
3. List job opportunities suggested by the children. (Add to the list from teacher reference pages if necessary.)
4. Do task cards.

SUMMARY

1. Summarize job opportunities from chart developed by class.
2. Review fire safety from film.
3. Reports from individuals using task cards.

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

FIRE CHIEF

DEFINITION:

Subject to the determination of policy, to plan and administer the fire prevention and fire suppression programs and activities of the City; and to perform related work.

TYPICAL TASKS:

Plans, organizes and directs the fire prevention and fire suppression programs and activities of the City; develops long range plans and programs for fire prevention and fire fighting services; responds to alarms where his presence may be required and assumes command when necessary; prepares organizational plans and makes major assignments of ranking personnel; prepares and presents budget estimates; sets standards for departmental personnel and directs inspections; directs the establishment of adequate training programs; determines and recommends additional and replacement equipment; controls the departmental budget; meets with supervisory personnel to discuss and evalute operations and training needs; recommends and advises on new fire ordinances and regulations; meets with public officials and civic groups.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school and six years of command experience (battalion chief or higher) in a fire department..

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

ASSISTANT FIRE CHIEF

DEFINITION:

Under direction, to command the activities of the Fire Department Services Division or, on an assigned shift, the Fire Fighting Division; and to perform related work.

TYPICAL TASKS:

Plans, directs and coordinates the activities of a major Fire Department Division; takes command at major fire scenes and directs the fire fighting until relieved by a superior officer; directs and coordinates the activities of the business office, fire prevention bureau, training division, maintenance shops, and fire alarm section; confers with the Fire Chief and Deputy Fire Chief concerning departmental operations and transmits policy and operational information to subordinates; makes inspections and reviews and evaluates reports from Battalion Chiefs concerning personnel and work performed; assigns personnel; enforces all orders, rules, and regulations of the Department; selects, trains, and rates the work performance of appropriate subordinates; assists in the preparation of the department budget; prepares reports; acts for the Deputy Fire Chief as directed.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school and one year of experience as a Fire Battalion Chief.

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

FIRE BATTALION CHIEF

DEFINITION

Under direction, to supervise and direct the activities of all fire companies within an assigned district of the City; and to perform related work.

TYPICAL TASKS:

Responds to all alarms in the battalion district; assumes command upon arrival at fires and directs, coordinates, and supervises the operations of the company or companies responding; determines when companies can be released to return to their station; makes regular inspections of fire companies in the district to determine status of the equipment, facilities, personnel, training in progress; recommends needed maintenance and equipment for companies; supervises and participates in training and drill programs required of personnel in the battalion; prepares and presents reports of fire activities and emergencies, personnel performance, and other reports.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school and two years of experience in a municipal fire department.

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

FIRE CAPTAIN

DEFINITION:

Under direction, to be in responsible command of a fire company and fire station during an assigned shift; and to perform related work.

TYPICAL TASKS:

Responds to alarms; at fire, evaluates situation and makes decision as to fire fighting methods to be employed; personally assists in fire fighting and in related tasks; directs salvage operations after fire is extinguished; assumes responsibility for and supervises over-all operations of fire stations; supervises the upkeep of all apparatus and equipment assigned to the company; when required, operates any fire apparatus or equipment assigned to the company; keeps required log and other periodical special activity records; prepares operating reports; conducts and supervises training sessions and drills; makes recommendations for additional or replacement apparatus; acts as relief for superior officer as assigned; reports to station or to fires on multiple alarms when off duty.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school and five years of experience in a municipal fire department.

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

FIRE ENGINEER

DEFINITION:

Under general supervision, to respond to fire alarms and other emergency calls to protect life and property; to drive and operate fire equipment; and to perform related work.

TYPICAL TASKS:

Responds to fire and other emergency alarms by driving assigned automotive equipment to required spot; operates pumping equipment, suppresses fires and protects life and property; washes, polishes, and services fire apparatus equipment; attends drill periods and classes; maintains fire station and grounds; when required, assumes command of a fire company; studies technical material on modern fire fighting; studies city geography, fire hazards, and fire fighting resources; makes simple reports on equipment maintenance and work operations; instructs fire personnel in the operation of and care of fire equipment; reports to station or to fires on multiple alarms when off duty.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school and two years of experience in a municipal fire department.

TEACHER REFERENCE SHEET

CLASS SPECIFICATION

FIREMAN

DEFINITION:

Under general supervision, to respond to fire alarms and other emergency calls to protect life and property; and to perform related work.

TYPICAL TASKS:

Responds to alarms; lays hose; carries and sets up ladders; ventilates buildings; performs rescue work and salvage; administers first aid; washes, polishes, and services fire apparatus and equipment; maintains fire station and grounds; attends drill periods and classes; stands floor watch assignment and assists callers; studies technical written material on modern fire fighting; studies city geography, fire hazards, and fire fighting resources; studies departmental rules, regulations, manuals and other training materials; may act as engineer when assigned; may be assigned to and help maintain a fire boat; reports to station or to fires on multiple alarms when off duty.

EMPLOYMENT STANDARDS:

Education and experience equivalent to graduation from high school.

Lesson 5

PURPOSE

To develop an awareness of the qualifications and training necessary to work in the fire department.

MATERIALS

1. Teacher Information Sheet, from Lesson 4.
2. Book: Smoke Eaters: Trucks, Training and Tools of the Nation's Firemen.
3. Task cards 10 and 11.
4. Butcher paper, felt pen.

INTRODUCTION

Say: "Firefighters are necessary to the community. Do you think anyone can become a firefighter? Why not? What skills would they need to know? How would they learn those skills? Can you think of anything else that would help someone be a good fire fighter?"

CLASS ACTIVITIES

1. Have a class discussion based on introduction, teacher information sheet and/or book.
2. Do task cards.

SUMMARY

1. List qualifications and training required for firefighters.
2. Individual reports on use of task cards.

Lesson 6

PURPOSE

To become more aware of the various services provided the community by the fire department.

MATERIALS

1. Information Sheets from Lesson 4.
2. Suggested study prints: Our Fire Department, #6321 (Available from Instructional Resources Center, Superintendent of Schools.)
3. Task cards 12 and 13.
4. 24 x 36 construction paper, crayons.
5. Butcher paper, felt pen.

INTRODUCTION

Say: "Today let's think about the many services provided our community by the fire department. Let's list these services. Why is each one necessary? Has your family ever used any of the services? . . . . Let's help others become more aware of the ways the fire department helps us by making some large signs advertising the fire department."

CLASS ACTIVITIES

1. Discuss study prints.
2. Have a class discussion to develop concepts, referring to teacher information sheets.
3. List the services provided by the fire department.
4. Make large charts in small groups of four or five children to advertise the fire department services.
5. Task cards.

SUMMARY

1. Groups share charts made in small groups.
2. Individual reports from children using task cards.

Lesson 7

PURPOSE

To become aware of the relationship between school-learned skills and those skills needed to work in the fire department.

MATERIALS

1. Worker Wheel, from Lesson 1.
2. Crayons, paper
3. Task cards 16 through 18.

INTRODUCTION

Say: "What are some of the skills we learn in school? If you had a job as a firefighter, how would you use these skills?

CLASS ACTIVITIES

1. Class discussion based on introduction.
2. Color a picture to show yourself as a worker in the fire department. Name the job.
3. Do task cards.

SUMMARY

1. Individual reports from children using task cards.
2. Share pictures the children have drawn. Review the school-learned skills needed for that work.

Lesson 8

PURPOSE

To view first hand the over-all operation of a fire company.

MATERIALS

1. Field trip permission slips
   or
   Suggested film: #5893 A Day With Fireman Bill (Available from Instructional Resource Center, Superintendent of Schools.)
2. Film projector.
3. Task cards 19 and 20.
4. Interview questionnaire, from Lesson 2.

INTRODUCTION

Say: "Today we are going to visit a fire station. Be sure to use your eyes and ears and remember the things we have discussed about firefighters."

CLASS ACTIVITIES

1. Review safety rules for a field trip. (A film may be used in lieu of the field trip.)
2. Do task cards.

SUMMARY

Class discussion to review what the children saw.

Lesson 9

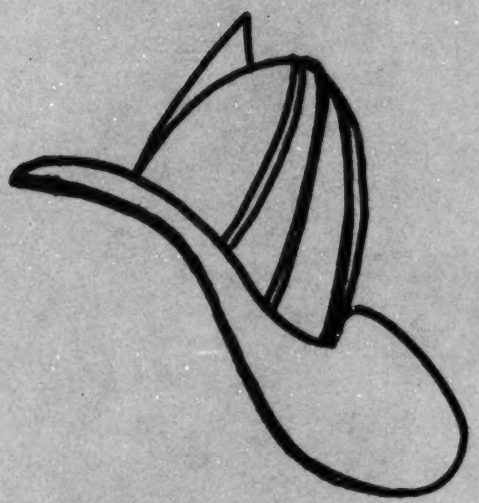
PURPOSE	To help children understand their growing awareness of the responsibilities of the fire department in the community.
MATERIALS	1. Tape from pre-test. 2. Tape recorder. 3. Entry Level Assessment. 4. Tape. 5. Task cards 1 through 20.
INTRODUCTION	Say: "Today we are going to listen to the tape we made when we began our unit on the fire department. Then we'll make a new tape and find out how much more we know now."
CLASS ACTIVITIES	1. Listen to pre-test tape. 2. Make a new tape as a post-test tape. 3. Free use of task cards.
SUMMARY	The children should feel free to discuss what they have learned about the fire department.

WHAT WILL I BE?

You need:

1. 12 x 18 manila paper
2. crayons

Draw a picture of your favorite fire fighter. Show one of the jobs that person does.

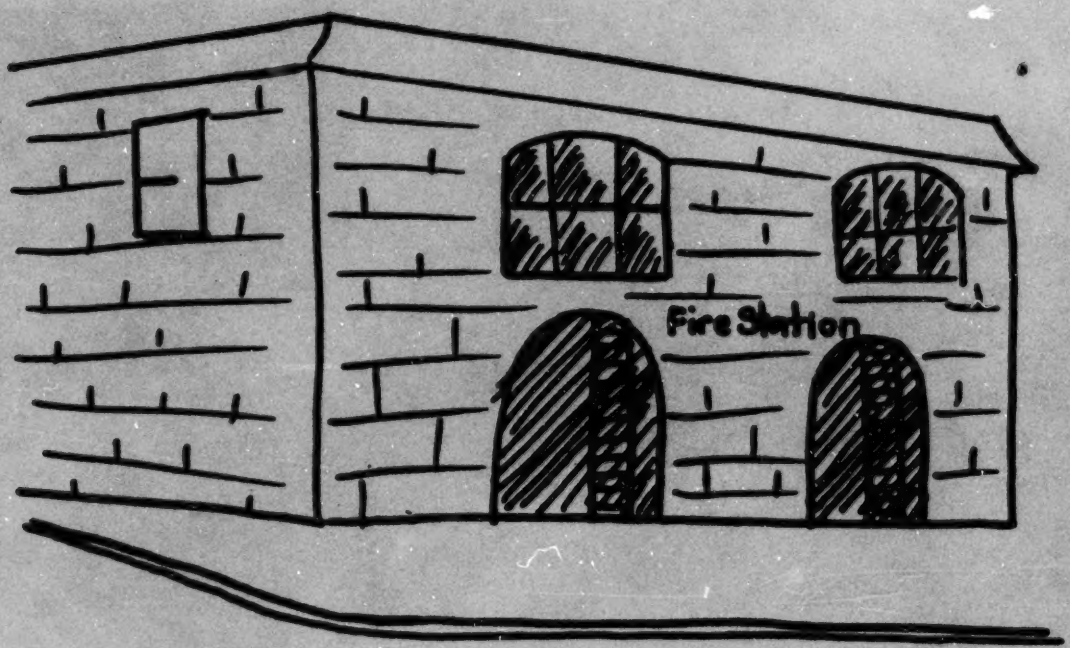


UNIFORMS FOR ALL

You need:

1. 12 x 18 manila paper
2. crayons

Fold your paper in half. On one side draw a picture of a fire fighter in the uniform worn at the fire station. On the other half of the paper draw a picture of a fire fighter in the uniform worn when helping to put out a fire.

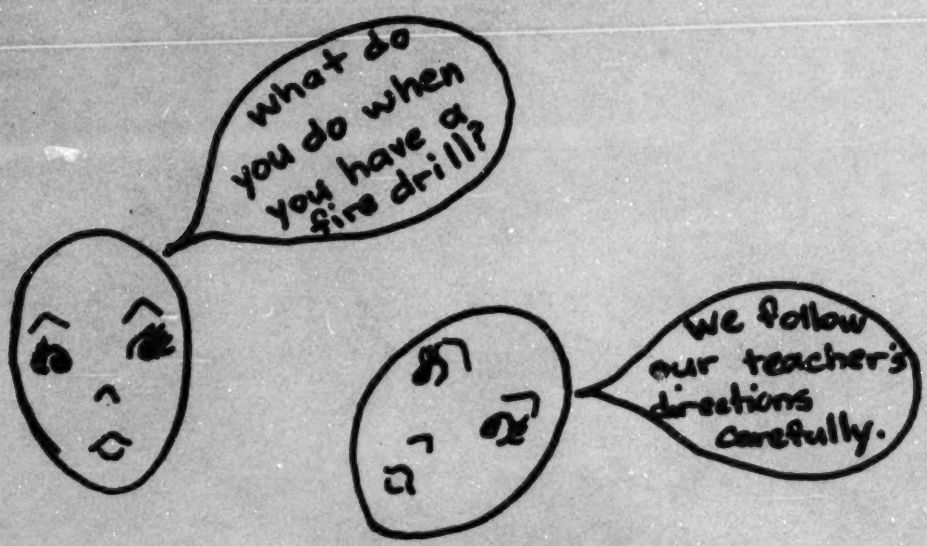


FIRE STATION

You need:

1. blocks
2. trucks
3. paper doll fire fighters

Choose two friends to work with you. Build a fire station to share with the class. Be ready to tell what job each person is doing.



FIRE SAFETY

You need:

1. social skills
2. pencil
3. paper
4. one friend

Choose one or two of the following people to talk with, about fire prevention at school:

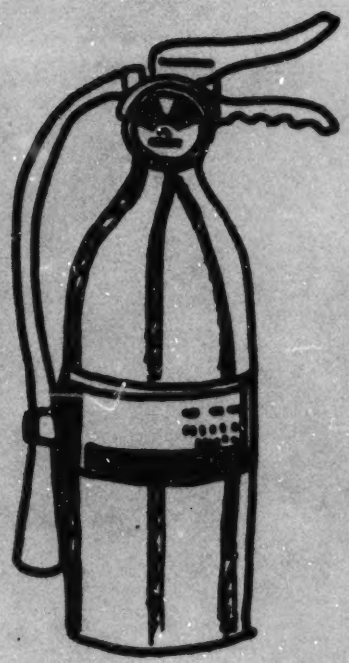
Principal

Vice - Principal

Nurse

Custodian

Find out what equipment is kept at school, why fire drills are necessary, how burns are treated, and fire regulations for the school. Be ready to report to the class what you learned.

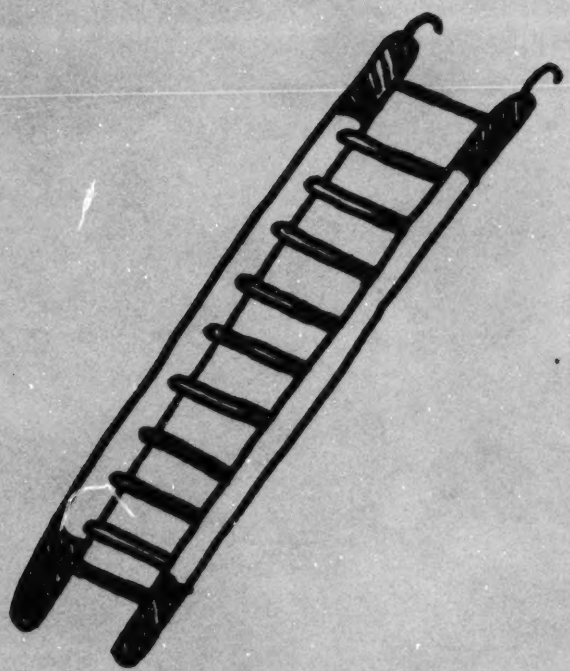


FIRE PREVENTION AT SCHOOL

You need:

1. an adult
2. eyes

Take a walk around your school. Find out where the fire equipment is located. Look for fire alarms and fire extinguishers, but remember never to touch any fire equipment. Is there anything else that would be used if there was a fire?

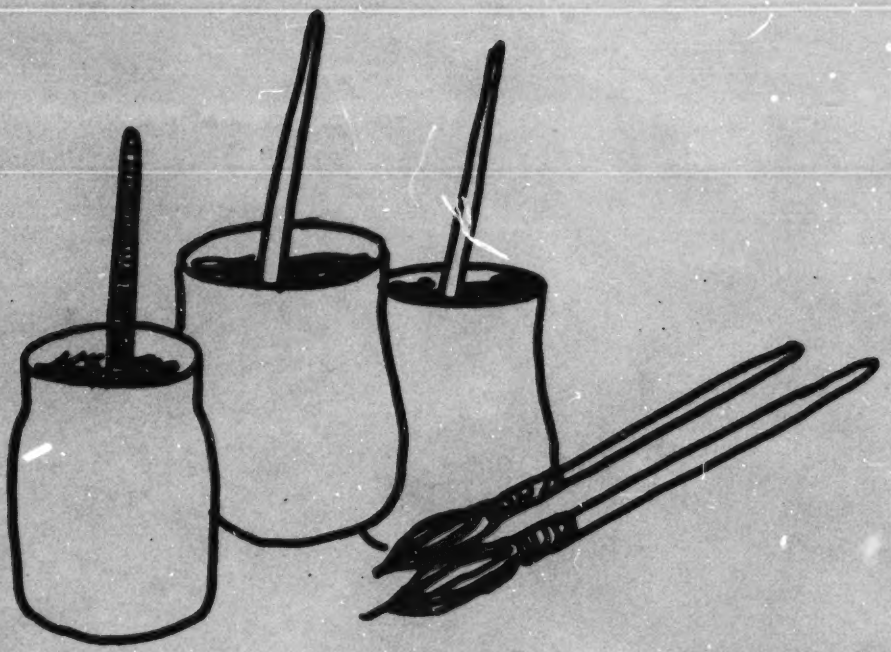


WHAT DO THEY USE?

You need:

1. 12 x 18 manila paper
2. crayons

Fold your paper so you have four boxes. In each box illustrate a piece of fire equipment needed by fire fighters.



ARTISTS WANTED

You need:

1. mural paper
2. paint
3. brushes

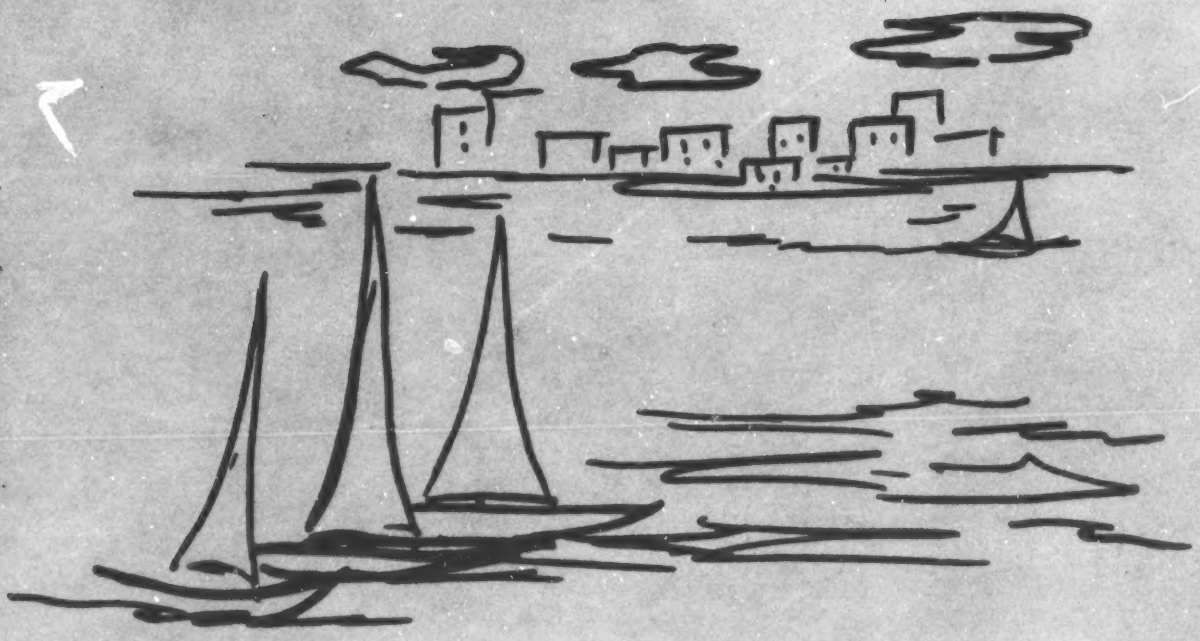
Choose three friends to work with you. Make a mural of the fire station. Be sure to show the fire fighters working at the station.

I CAN HELP

You need:

1. paper
2. pencil
3. crayons
4. 12 x 18 manila paper

Think of some fire safety rules to help you and your family prevent fires. Make a poster to illustrate one of your rules.

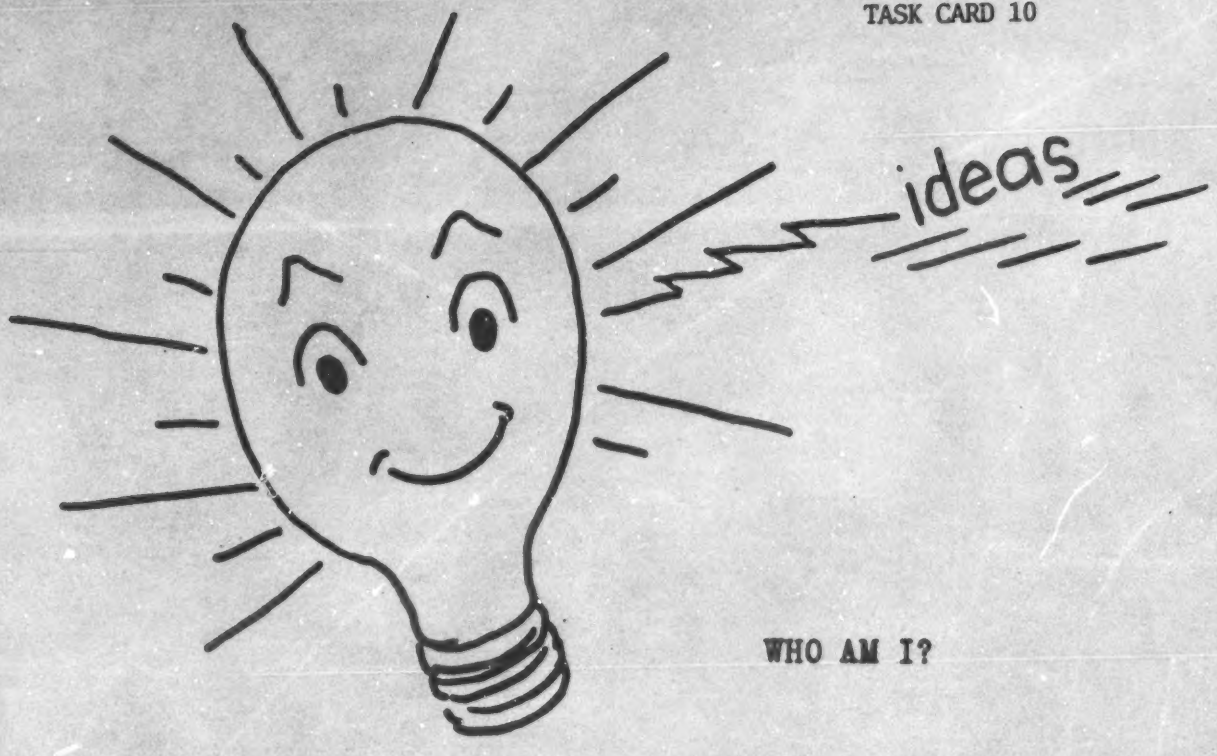


FIRE FIGHTERS EVERYWHERE

You need:

1. crayons
2. 12 x 18 manila paper

Fire fighters work many places. Some work in the city or country. Some work for companies, airports, harbors, ship yards, military bases and forest protection. Draw a picture to illustrate one of the places fire fighters work.

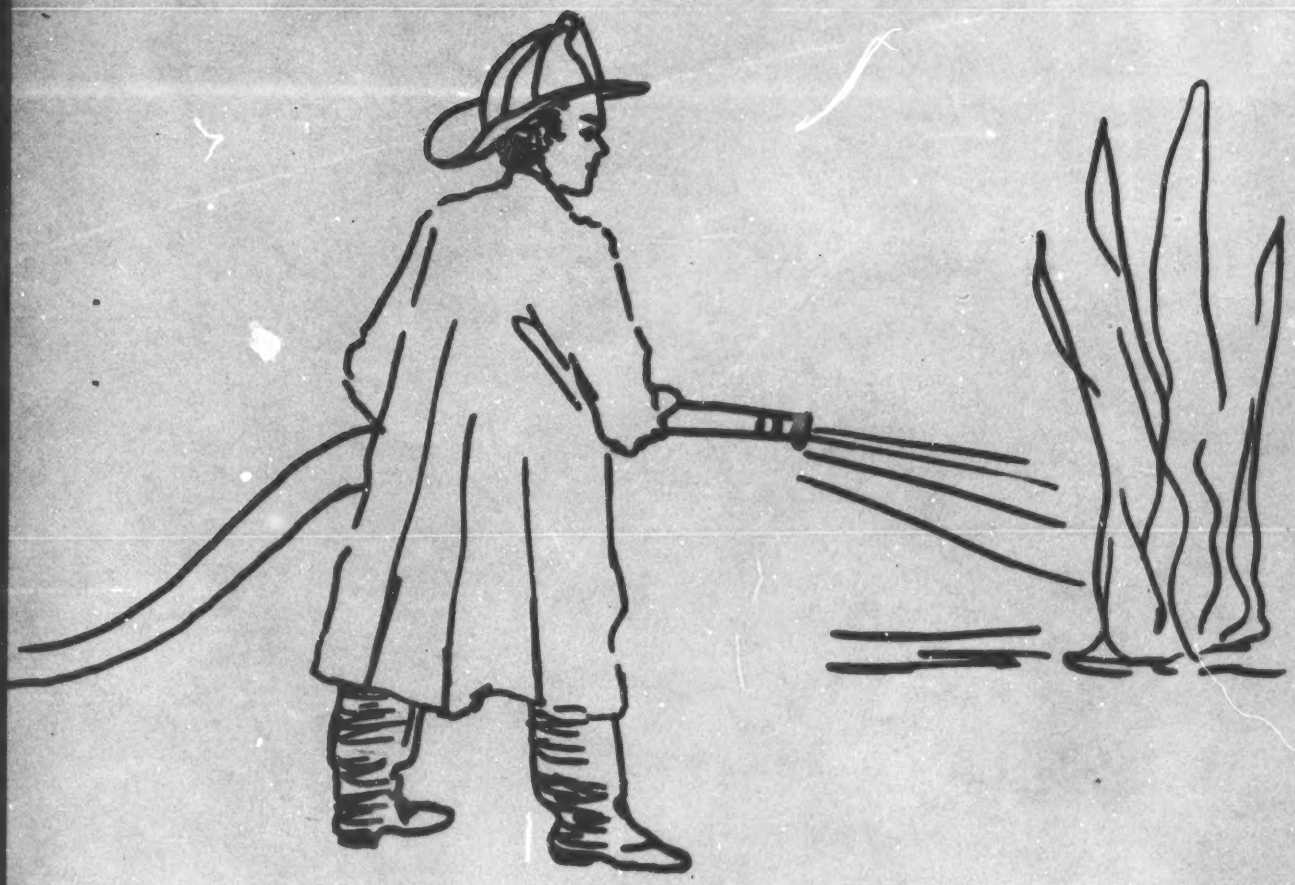


WHO AM I?

You need:

1. paper
2. pencil

Write a riddle about one of the fire fighters. Read it to a friend. See if they can guess the correct answer.



TRAINING IS WORK

You need:

1. 12 x 18 manila paper
2. crayons
3. pencil

Fold your paper so there are four boxes. In each box draw a picture to illustrate what a fire fighter learns when training to become a good fire fighter.

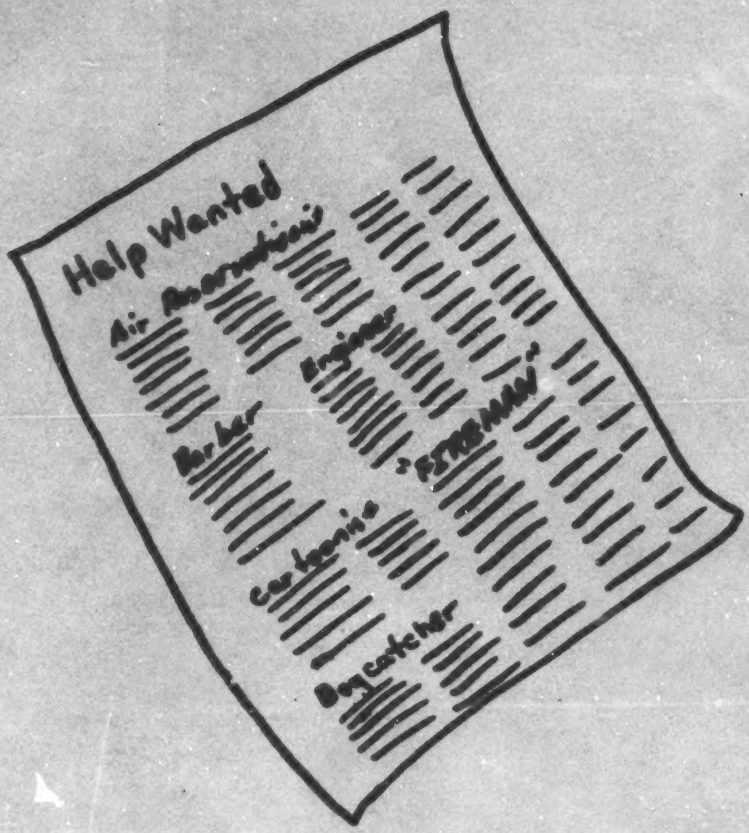
ACTING IS FUN!

You need:

1. Artistic skills
2. A friend

Select a job. Act out what the worker does. See if the class can guess what job you are doing.

1. cooking and cleaning at the fire house
2. cleaning the fire engine
3. answer fire alarm; putting on rubber suits
4. check and license a bicycle
5. attach a hose to a fire hydrant and hold to put out a fire
6. climb a ladder to the roof of a building and chop a hole in the roof to put out a fire

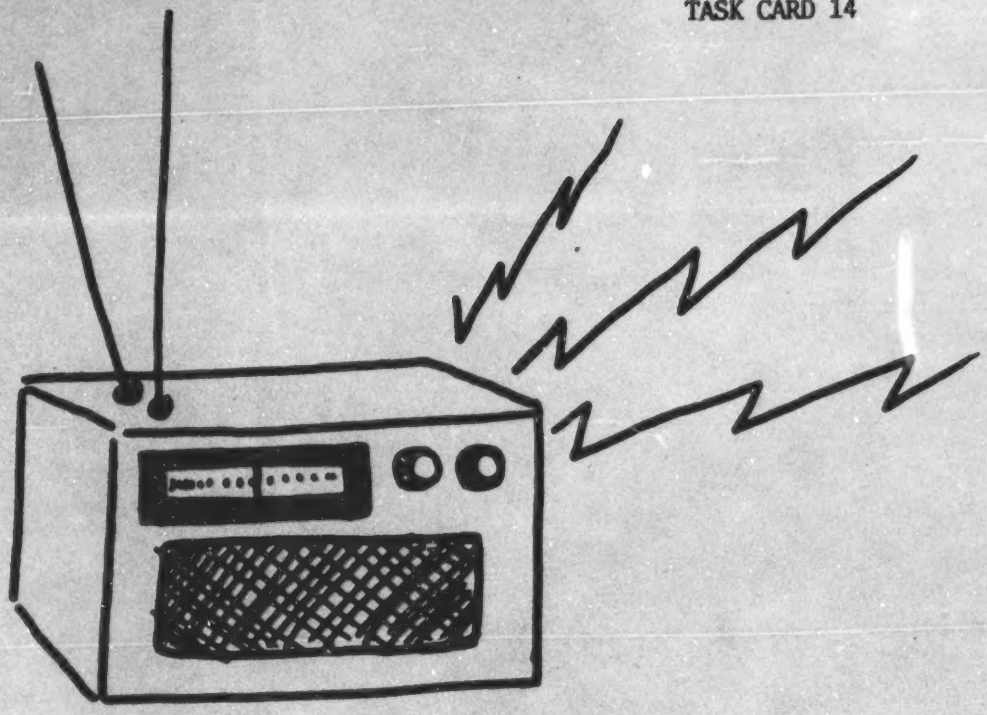


HELP WANTED

You need:

1. paper
2. pencil

Fire fighters are needed everywhere. Tell why you would like to work in the fire department.



HEAR YE! HEAR YE!

You need:

1. radio or TV
2. listening skills

Listen to the news with your family. Ask someone to write down the news reports about fire. Take the paper to school and report to your friends what you heard.

ACTORS WANTED!

You need:

1. Artistic skills
2. A friend

Select a job. Act out what the worker does. See if your friends can guess your job.

1. re-fill a fire extinguisher
2. drive one of the fire trucks
3. show a new fire fighter how to hold the nozzle of the fire hose
4. inspect a building for good fire safety practices
5. check the equipment on the fire truck
6. use a microphone to tell another fire fighter where to work

SKILLS WE USE

You need:

1. crayons
2. 12 x 18 manila paper

Choose some friends to work with you. Illustrate how fire fighters use each of these skills.

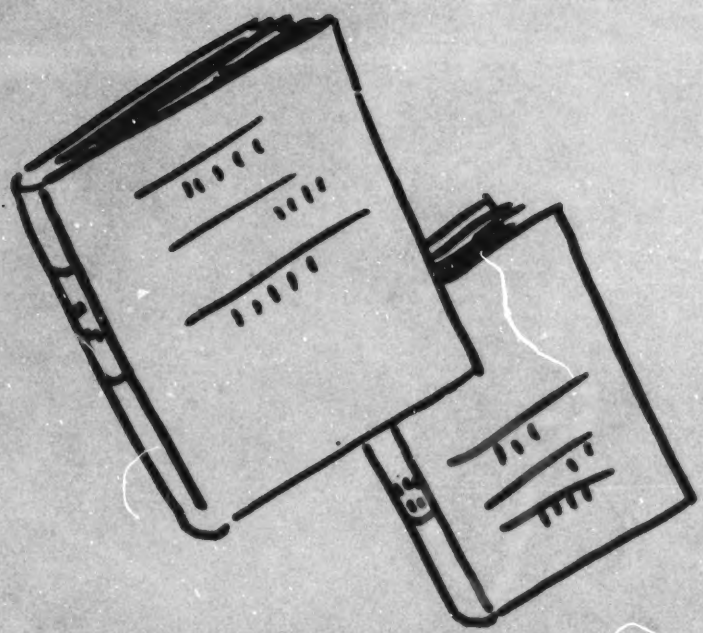
1. arithmetic
2. reading
3. writing
4. hands
5. language
6. foreign language

HELP WANTED

You need:

1. scissors
2. paste
3. construction paper
4. 12 x 18 manila paper
5. crayons

Make a poster to advertise Fire Prevention. Make it colorful so everyone will want to read it.

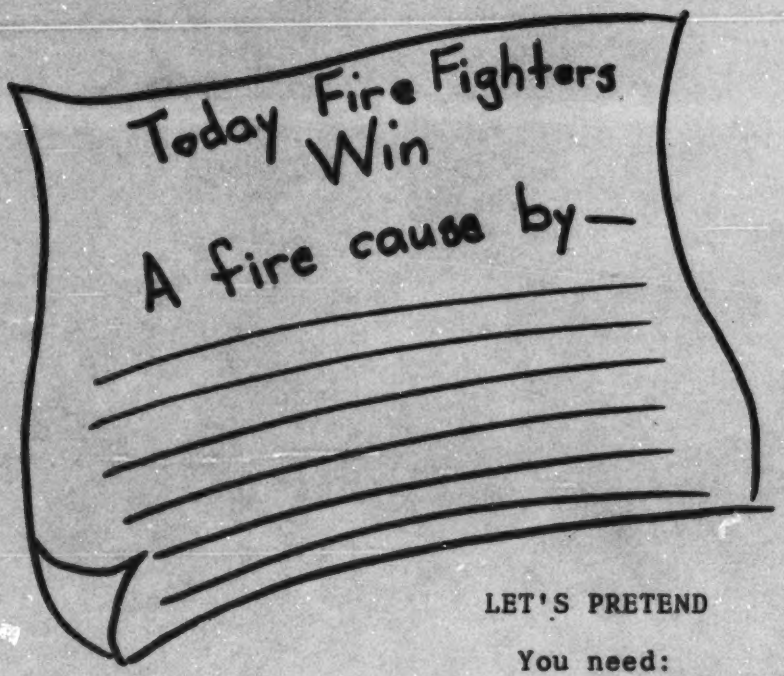


READING FUN

You need:

1. book
2. two friends

Choose a book about fire fighters. Read the book and share what you learned with the class.



LET'S PRETEND

You need:

1. paper
2. pencil

Pretend you are a fire fighter. Write a story about one of the following:

1. The Big Fire
2. How I Saved A Friend
3. My Day At The Fire Station
4. Driving The Big Truck
5. How I Learned To Be A Fire Fighter

FIRE! FIRE!

You need:

1. newspaper
2. scissors
3. paste
4. 12 x 18 manila paper

Look through magazines or newspapers. Cut out all the articles or pictures about fires. Paste them on a piece of paper. Share your project with the class.